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ABSTRACT

Pacific region countries reported on their 1982 cooperative activities in education, including exchange and curriculum development projects, aimed at improving intercultural understanding. The first part of the report describes what happened at the sessions; the second part contains the appendices. Various countries--Australia, Canada, Japan, New Zealand, and the United States--reported on their recent activities. Papers discussing curriculum projects were presented. Discussed were the Antarctica and Southern Ocean Project, which developed K-12 classroom materials, a film on salmon developed by a group in Alaska, a unit of study developed on the "New Zealand Fisheries," and student activities for a "Bays and Harbours Unit--Honolulu." Discussion sessions were held on a number of topics, including curriculum renewal processes, Consortium activities, research on classroom learning, and the relationship between the Consortium and OECD/CERI. Field trips and school visitations were made by conference attendees. The meeting also included a business session. Included in the appendices are the agenda and lists of participants, papers presented, and Consortium activities. (RM)

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PACIFIC CIRCLE CONSORTIUM

A Regional Project of OECD/CERI

REPORT OF SIXTH ANNUAL CONFERENCE

Hiroshima, Japan

SO 015 388

September 27 - October 4, 1982

REPORT OF THE SIXTH ANNUAL CONFERENCE (draft)

PACIFIC CIRCLE CONSORTIUM

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REPORT OF THE SIXTH ANNUAL CONFERENCE (draft)

PACIFIC CIRCLE CONSORTIUM

Hiroshima, Japan September 27 - October 4, 1982

I. Introduction

The Sixth Annual Conference of the Pacific Circle Consortium was held in Hiroshima University, Hiroshima, Japan. All the sessions convened in the Conference Room of the University and in the Conference Room of the Faculty of Education.

The purposes of the Conference were (1) to review and examine the activities in Phase II, (2) to exchange related information and products among the participating institutions, (3) to discuss problems, especially future Policy questions, and (4) to decide basic general agreements about the next annual conference in 1983.

Representatives of the following institutions attended the meeting:

Australia - Curriculum Development Branch of the Commonwealth Department of Education (CDB)
Queensland Department of Education (QLDE)

Canada - University of British Columbia (UBC)

Japan - Hiroshima University (HU)
National Institute for Educational Research (NIER)

New Zealand - Department of Education (NZDE)

U.S.A. - Alaska State Department of Education (ALDE)
Curriculum Research and Development Group, University of Hawaii (CRDG)

The meeting was also attended by representatives of the Centre for Educational Research and Innovation (OECD/CERI), and some observers.

(All the participants at the Conference are listed in Appendix B)

Agenda

The Annual Conference was organized into a series of reporting, discussion, school visitation, workshop, field work, evening activity and business sessions.

In the evening prior to the Conference, a tentative agenda prepared by Jiro Nagai, Conference organizer, was reviewed and agreed upon with some modifications by the Consortium officers. David Francis agreed to serve as Chairperson for the Conference in Larry Fish's absence.

In the opening session, the revised agenda was explained by Jiro Nagai

and adopted unanimously by the participants.

(The agenda is attached as Appendix A)

Conference opening

The Conference was opened by Jiro Nagai, Conference organizer, who introduced Dr. Masahiro Yorizane, President of Hiroshima University, Mr. Isao Amagi, Special Consultant to the Minister of Education in Japan, Mr. Masayuki Inoue, Secretariat of OECD, and Dr. Malcolm Skilbeck, representative of OECD/CERI. Nagai also extended to the participants Dr. Larry Fish's apology for his absence from the meetings.

Dr. Yorizane welcomed the participants on behalf of Hiroshima University.

Mr. Amagi made his welcoming address as President of Steering Committee of OECD/CERI.

Dr. Skilbeck stressed the significant role of the Conference to be played in the future development of Consortium activities and the importance of strengthening the relationship between the Consortium and OECD/CERI.

Mr. Inoue presented an introduction of the basic educational policies of OECD/CERI.

Dr. Art King read minutes of the Fifth Annual Conference at Portland in 1981.

At the close of this session, Dr. Douglas Kenny, President of University of British Columbia, extended an invitation to host the Seventh Annual Conference at the University in Vancouver, Canada.

II. Reports on Consortium Activities 1981-2

1. Minutes of Fifth Annual Conference

As Larry Fish was absent, the Chairman's report was not presented to the Conference. However, Art King summarized the importnat points of the previous conference at the opening session, citing the final report on the meeting prepared by Larry Fish.

(refer to "REPORT OF FIFTH ANNUAL MEETING, Portland, Oregon, September 28 - October 3, 1981")

2. Institutional Reports

(1) AUSTRALIA (given by David Francis at the plenary session in the afternoon of September 27)

Replacing the Curriculum Development Centre, the Curriculum Development Branch of the Australian Department of Education has become an Australian member in the Pacific Circle Consortium. Therefore, Pacific Circle activi-

ties have been continued as a major part of CDB's intercultural programme.

(The Hiroshima Conference endorsed the Consortium Chairman's action in accepting the Curriculum Development Branch as an Australian participating institution in the Consortium)

In 1982, the CDB developed the following activities:

1) The Antarctica and Southern Ocean Curriculum Project is being carried out in cooperation with the Curriculum Centre of Tasmania and the New Zealand Department of Education.

2) The Exchange Project of Educational TV Programmes conducted by CDC in cooperation with NIER was completed. The Report of the Japan-Australia Video Project 1981 was distributed at the TOP Workshop in May and also at the Hiroshima Conference.

3) In the project "Havesting the Ocean," a mock-up of the joint publication between the CDC and the Northwest Regional Educational Laboratory, Oregon, was completed.

4) The Geelong schools are active in the project "Pacific Circle Schools Networking," in which the Queensland Department of Education is also showing keen interest.

The CDB is now proposing to enlarge the Pacific Circle Consortium over the Pacific islands in the future project "Trans-Pacific Consortium" or "People of the Pacific."

(2) CANADA (given by Roy Bentley and Angus Gunn at the plenary session in the afternoon of September 27)

Roy Bentley gave a presentation on the background, related works and future problems of UBC activities. He indicated increasing concerns of Canadian people, especially of UBC, toward the Pacific. He stressed necessity to widen the scope of Consortium activities through cross-cultural approaches or sports programmes. He expressed much expectation for the Seventh Annual Conference to be held in UBC. And, he invited participants' opinions about the date of the coming conference in Vancouver.

Angus Gunn reported on the status quo of the educational curriculum which is being developed by the Faculty of Education under the title "Canada and the Pacific Curriculum Project." He also presented to the Conference a paper titled "Some questions toward an evaluation" which was considered later in the Conference. UBC is a comparative newcomer to the Consortium and is hampered bt the absence of a national representation in education. However, recent developments have revealed much interest in the Pacific by several Canadian provinces. The coming Vancou-

ver Conference will be a valuable opportunity to strengthen these interests. Gunn invited participants to present proposals for the Vancouver Conference agenda.

(3) JAPAN (given by Jiro Nagai and Kentaro Kihara at the plenary session in the afternoon of September 27)

Jiro Nagai presented his written report on the Japanese activities in Phase II. Hiroshima University participated in the Consortium in 1981, when Phase II was inaugurated. Therefore, the year 1981 was an exploratory stage in their TOP project. They concentrated on setting up a research system and devising basic plans for the project. Some experimental activities were carried out in their associated schools. A report on the results of 1981 activities was published in Japanese in March, 1982. Copies of the report were distributed widely to relevant educational institutions.

The project plans for 1982 were still under discussion at the time of the Hiroshima Conference, taking into consideration the results of the TOP workshop held at the East-West Culture Learning Institute in May, 1982. It is expected that their experimental activities in 1982 will start in November.

Apart from TOP, Kentaro Kihara's group has been carrying on another project on "International Exchange of Educational Television Programmes," in cooperation with NHK(Japan Broadcasting Company) and the CDB in Australia. Kihara presented to the Conference their printed report in English entitled "JAPAN-AUSTRALIA VIDEO PROJECT 1981."

The Japanese side esteems highly the significance of the Consortium as an excellent model of international collaborative research. But, at the same time, they raised a serious question of translation which falls as a heavy burden upon them.

(4) NEW ZEALAND (given by Harvey McQueen at the plenary session in the afternoon of September 27)

In New Zealand, they are continuing five curriculum tasks working within a comparatively low budget. The original teacher group formed in Wellington to work on the "Pacific Ocean and Trading Project" still exists, and has completed a unit of work entitled "Trade and Inter-dependence in the Pacific - Export or Die" for 14/15-year-old students in social science. They also have recently completed a second unit called "New Zealand Disasters" for 12/13-year-old social science pupils.

On the Ocean Project, two groups are working successfully. "The Bays

and Harbour Project" has proved a very stimulating task. Equally impressive has been the work done on "New Zealand Fisheries: A Geographical Perspective."

The Antarctica and Southern Ocean Project is being carried on by two writing groups in cooperation with the Tasmanian Department of Education. Two units of work have been developed: "The Ecology of Antarctica" and "International Co-operation Since 1945."

However, their networking project is now not active due to changing personnel .

(5) THE UNITED STATES OF AMERICA (given by Art King at the plenary session in the afternoon of September 27)

CRDG has been continuing their positive effort and cooperation with the Pacific circle Consortium through support from many faculties in the University of Hawaii and the Hawaian State department of Education.

CRDG has put most importance on TOP. In this project, they have developed a good human relationship with many community people in the Honolulu harbour area.

CRDG has contributed to the preparation of the Consortium Brochure and has completed and published a series of three volumes of "Asian and Pacific Literature" together with teachers' mannuals. They got some funds for their Consortium activities through the publication. They are also planning to publish a book entitled "Education in the Pacific" in the near future.

The East-West Center is still a member of the Consortium. However, the Culture Learning Institute is now being re-organized. It is strongly expected that EWC/CLI will continue their cooperation with the Consortium.

(The Alaska Department of Education was represented by Ernest Polley in the Hiroshima Conference. He presented their application for full membership of the Consortium, which was endorced by the Conference.)

(6) OECD/CERI (given by Masayuki Inoue in the morning session on the 27th of September)

Mr. Inoue outlined the areas of work in the current OECD education programme. He indicated the following items as general basic contexts of the educational programmes of OECD/CERI:

1) Overall strategies for educational development and investment.
2) Vocational education and training: its role in technological progress.

3) Educational costs, expenditure and financing.

4) Comprehensive policies for post-compulsory education and training.

5) The role and functions of the universities: a reappraisal.

6) Country educational policy review.

7) New technologies and educational development.

8) The transition to adulthood.

9) Changes in work patterns: implications for education.

10) Education and working careers for handicapped youth.

11) Education and cultural and linguistic pluralism.

12) Educational research, evaluation and school improvement.

13) Innovation in higher education.

14) Innovation exchange activities.

He made it clear that the Pacific Circle Consortium is specifically related to the last item, and stressed the important role of Hiroshima Conference to discuss the future of the Consortium.

3. Multilateral and Bilateral Curriculum Activities

(1) Antarctica and Southern Ocean Project (given by David Francis and Harvey McQueen at the plenary session in the morning of September 28)

David Francis stressed the importance of Antarctica and the Southern Ocean, which are the most direct concern of Australia and New Zealand, using many slides to explain various aspects and characteristics of the Antarctica region. The Antarctica and southern Ocean Project is proceeding with a high degree of cooperation among the three parties concerned, i.e., the Curriculum Centre of Tasmanian Department of Education, the New Zealand Department of Education, and CDC(now CDB). They have many of human resources such as scientists, explorers, and geographers working actively in the region.

Harvey McQueen presented his report on New Zealand's approaches to the project. The Ecology of Antarctica is a natural science unit for 11/12-year-old pupils, and The International Co-operation Since 1945 is a social science unit for 13/14-year-old students. The ecology group, based in Christchurch, is working in cooperation with the University Zoology Department, the Christchurch Museum and the Department of Science, Industrial Design and Research. The Antarctic group , based in Wellington, is working with the Ministry of Foreign Affairs on a unit which looks at international cooperation in Antarctica since 1945.

Another group to have a physics unit for 17/18-year-old students is

planning their own project, which is expected to start next year.

(2) School Networking Project (given by David Francis at the plenary session in the morning of September 28)

A report on this project was prepared and delivered by David Francis for the meeting. It describes the emergence and development of Geelong Pacific Circle School Network (GPCSN).

School networking across the "Pacific" was born with the exchanges between the Geelong Pacific Circle Schools Network, Australia and their colleagues in the North Clackamus School District in Milwaulkie as well as schools from Eugene and Springfield, Oregon, all in the United States. It is not a "pen-pal" exchange, but rather an exchange of knowledge, concepts, ideas and curriculum materials between schools in different countries. The degree of interest in exchanges in this project has been overwhelming. Mike van Heeswyk, a leader in the project, feels that it is now appropriate to develop a "How to do it" manual on networking.

Reflecting the developmental stages in the life cycle of networking, David Francis suggests the following points:

1) For networking to be successful internationally, it must first be successful within each country.
2) It is essential that a community of schools evolve into a 'loosely-coupled' network, administered by a convenor.
3) The convenor is the essential pivot in the networking game.

(3) The Ocean Project

At the beginning of the plenary session on TOP in the morning of September 29, Ted Rodgers, Chairperson of the session, and Francis Pottenger gave explanations about the basic ideas, designs and development of TOP in Phase II. The project consists of the following two approaches:

(a) Comparative studies on bays and harbours in the Pacific region at upper grades levels of primary school.
(b) Studies on Pacific fisheries at the level of senior high school.

Ted Rodgers indicated that the model of a learning unit is a parallel study composed of a home harbour unit, a transitional (bridge) unit, and a parallel (contrasting) harbour unit. Introducing a revised model developed by Ian Young, he pointed out that the model put importance not only upon human personalities (soft data) in bay and harbour communities, but also upon their backgrounds (hard data) such as historical, geographical and other statistical aspects.

Francis Pottenger explained an outline of the project, "Fisheries,"

which has a common system diagram similar to that of the "Bays and Harbours" project. Ecology, resources, conflicts and management are selected four topics for the project. Pottenger stressed the importance of comparative studies in the project. He also introduced simulation games developed by his group.

After these introductory presentations, the following four country reports were given successively by representatives from Alaska Department of Education, New Zealand Department of Education, Hiroshima University, and CRDG:

1) ALASKA (given by Ernest Polley)

Salmon is the main theme of Alaskan TOP, which has been developed by Terry Whitbeck's group. They have recently completed basic films for an instructional TV series, which is composed of eight programmes containing information on biological aspects, distribution system, history of salmon fisheries, fishery techniques, food preparation, marketing and career education related to salmon fishing, etc..

They are also carrying out some other related activities such as preparations of a film in collaboration with the University of Alaska, of a teachers' guide on "Skiff and Shore," and a hand-book on marine occupations.

2) NEW ZEALAND (given by Harvey McQueen)

New Zealand was well represented at the TOP workshop in Honolulu last May, where their reports were well received.

In the Bays and Harbours Project, the teachers based the whole curriculum on Wellington Harbour as a centre of interest. The pupils are very enthusiastic about their learning in the project. Colin Walker has been continuing to develop the project along the lines decided in the May workshop.

On the project, "New Zealand Fisheries: A Geographical Perspective," Barry Stringer's group has produced a first class resource. The intention was to prepare a monograph with a dual purpose, not only to fit the Circle's requirement but also to fill a gap in their geography curriculum for 17/18-year-old students. They are using this unit in three schools in 1982. The greatest emphasis is put upon a student-centred learning experience in geography. The teachers group is now modifying the unit plan. The resourcefulness of this group in approaching industry, government departments, and television, and the willingness with which they received assistance, illustrates well the way their education works.

3) JAPAN (given by Yasushi Mizoue and Shigekazu Takemura)

Yasushi Mizoue made a prsentation on the outline of "Bay and Harbour Communities Study" conducted by the Hiroshima University group, introducing many materials developed by their associated experimental schools.

The Shinonome Elementary School attached to Hiroshima University published a textbook in Japanese under the title of, "Readings on our Area Study," and produced a video-tape on the Hiroshima Bay of which the main topic was oyster culture. The Hirose Elementary School is developing pupils' field studies on ecology of sea-shores. The Furue Elementary School has completed the contents of a booklet on the western area of Hiroshima bay to be learned by their pupils. The Hirano Elementary School has completed a draft of a booklet to be used by the pupils. A video-tape on the bay and harbour communities of Dokai, in northern Kyushu, has been produced by the school. These schools are now trying to modify and revise their products along the lines of the TOP workshop at Honolulu in May, 1982.

Graduate students in the Faculty of School Education, Hiroshima University, carried out their own field survey on the Hiroshima bay and harbour communities as a basic research work for the Japanese TOP activities.

In the "Fisheries" project, the Upper Secondary School attached to Hiroshima University and a research group of the Center of Natural Science Education in Hiroshima Prefecture have been cooperating in making relevant experimental curricula at the senior high school level.

Shigekazu Takemura presented his report on the basic ideas and approaches of curriculum development related to TOP, especially in the field of teaching natural sciences.

4) CRDG, U.S.A. (given by Ted Rodgers and Francis Pottenger)

Ted Rodgers introduced the basic ideas of a revised plan, "Bays and Harbours Design," developed by the TOP workshop at Honolulu in May, 1982, as a research model for the project. He insisted upon the necessity to develop more student activities, the importance of actual data, the significance of human aspects in school curricula, and the feasability to exploit active cooperation with harbour personalities in the community. He also stressed the need to focus the general format on the design. Showing slides, he explained lesson plans of the "Bays and Harbours Unit - Honolulu," which consisted of the following five sub-units:

Unit 1. Approaching the Harbour

Unit 2. How We Use the Harbour

Unit 3. How We Use the Harbour

Unit 4. People and Customs

Unit 5. You, the Harbour and the Pacific

Francis Pottenger explained the results of international collaborative research on the project of "Ocean Fishing in the Pacific." He also introduced the general structure of simulation games developed by his group.

(4) Video Exchange

In the evening of September 29, Kentaro Kihara made a special presentation on "International T.V. Exchange Programme between Australia and Japan," showing some samples of the NHK(Japan Broadcasting Company) video-tapes which were interpreted in English and used in Australian elementary and secondary schools. This programme has been developed by Kihara's group of NIER since 1980, with the support from the Japan Broadcasting Culture Fund and the Australian Curriculum Development Centre (CDC). The first comrehensive report of the programme was published by CDC under the title of "JAPAN-AUSTRALIA VIDEO PROJECT 1981." Kihara is now carrying on with a continuing project to assess the effectiveness of Australian video-tapes in Japanese schools.

This programme can be thought of as a typical bilateral activity in the Consortium. The Queensland Department of Education has also been cooperating in this programme.

(5) Exhibition

Throughout the Conference, many teaching materials developed by Japanese associated schools, several documents related to the historical background of TOP, and some curriculum products of CRDG were displayed in a conference room of the Faculty of Education, Hiroshima University.

III. Discussion Session (held in plenary group)

(1) Curriculum Renewal Processes - Factors for Consideration in Planning

In the afternoon of September 29, Art King gave a special presentation on the problem "Analysis of Cooperative, Multi-national Curriculum Development Program with Special Attention to Strategies for Dissemination of Curriculum Ideas and Materials," using a worksheet of curriculum renewal processes. His aim was to identify factors in the curriculum renewal process, with an estimate of the difficulty in fulfilling the requirements of the factors. The worksheet was a type of evaluation diagram to assess the degree of difficulty in curriculum development. He proposed to clarify the characteristics of the Consortium activities using the diagram.

(2) Review of Consortium Activities - Issues and Purposes

In the morning session on the 30th of September, Angus Gunn presented

his paper on "Some Questions Towards an Evaluation," and reviewed Consortium activities in the past, especially in Phase II, questioning basic problems such as clarification of objectives, assessment of curriculum designs, and questions of membership. He indicated that objectives of the Consortium lack precision and that historical review are vital for the evaluation of Consortium activities. He insisted that a large part of the evaluation should be devoted to the assessment of curriculum design, development and implimentation, because curriculum projects have dominated the work of the Consortium. He recognized that national interests vary greatly both in their characteristics and in the cycles in which different activities occur. Questioning the problem of membership, he asked whether or not the Consortium should be open to any countries of the Pacific.

The participants conducted serious discussions about purposes of international understanding and exchange, problems of attitude and value, significance of international collaborative research, merits and demerits of international common products, necessity of alternative designs and approaches, and some contradiction between international aspects and closed aspects of the Consortium.

As these matters and discussions were thought to be very important and significant, the taped record of the session was duplicated and distributed to the representatives of participating institutions.

At the end of this session, Angus Gunn again invited opinions and proposals for the agenda of the coming Seventh Annual Conference in Vancouver. The participants gave him many suggestions such as global education materials, the use of Peacesat, an orientation meeting for new paricipants, and more exhibition of products and materials.

(3) Research on Classroom Learning

In the morning session of September 30, a special report titled "Towards an Analysis of Classroom Communication by 'KI-system' was presented by Miss Kyoko Inagaki, who is a member of Kihara's group. Before her presentation, Kihara explained the background and the theoretical context of her methodology. He stressed the importance of the study on teaching-learning process, especially of analysis of interaction and communication between the teacher and pupils in the classroom, in order to assess the process of curriculum development, dissemination and implementation.

Kyoko has developed her idea, 'KI-system' (Knowledge Interaction

System), to analyze the verbal interaction in the classroom, modifying the A.A. Bellack's category system. Having used this method to analyze more than 12 primary 5th grade classrooms in Japan, she proved the usefulness of her system for the analysis of dynamic process of classroom discourse (communication), and also for analyzing and comparing the means and process of management of the teaching materials, which is an aim of curriculum development in the Consortium.

Discussions developed among the participants over the Kyoko's presentation. The necessity of cross-cultural comparison was raised by Ted Rodgers. Some participants promised to cooperate with Kyoko's proposal to carry out some cross-cultural survey on classroom interaction.

(4) Other problems (including Communication Materials Exchange, Publication Strategies, Future Possibilities, etc.)

Under the chairmanship of Art King, the morning session on the 1st of October took up and discussed various problems such as communication, materials exchange, publication strategies, future possibilities of the Consortium activities and others. Art King classified these problems as follows:

1) Structure of research
2) Communication with external organizations
3) Funding problems
4) Dynamic ways to increase understanding and awareness (Simulation games)
5) Rapid and inexpensive communication
6) Considerations for the Vancouver Conference
7) Other ideas and thoughts on Phase II activities

The participants discussed and exchanged with each other their opinions, informations, and ideas about many issues such as cross-cultural interaction, correspondence between paralleling projects, liaison with other research programmes, and necessity of international coordinator in the Consortium activities as well as of national or institutional coordinator's efforts in each member country. The evaluation instruments developed by Kyoko Inagaki was taken up again and the possibility to assess them in other countries discussed. Malcolm Skilbeck stressed a need to find effective ways to exchange informations and products.

Art King summarized the discussions and concluded that there might be different approaches and processes for future expand of research in Phase II, but that the necessity of cross-cultural structure of degign

and work, and the importance of coordinator of Phase II were agreed upon in the meeting.

David Francis explained their on-going programme to produce educational films, in which some informations on the Bays and Harbours Projects would be adopted. Francis Pottenger introduced the outline of simulation games developed by his group, presenting his paper "The Use of Educational Simulation in International Curriculum Development Projects."

Malcolm Skilbeck made a comment on the results of his survey about participants' interest in the relationship between the Consortium activities and OECD/CERI's educational programmes. He mentioned that the following three topics were most stressed by them:

(a) New technologies and educational development

(b) Educational research evaluation and school improvement

(c) Education of linguistic and cultural pluralism

And, Skilbeck raised questions of the following three issues:

(a) Direct contact of national authority with the CERI Governing Board

(b) Relationship with other institutions (problems of membeship)

(c) Connection between the Pacific Circle Consortium and CERI

Lastly, the meeting considered effective communication ties among the participating institutions. Problems of translation, documentation and mailing cost were also discussed. Art King talked about their success of Peacesat communication between Hawaii and New Zealand.

(5) Relationship to OECD Education Programmes

The problem of relationship between the Consortium and OECD/CERI was one of the most serious concerns of the Conference. At the opening session, Mr. Isao Amagi stressed the uniqueness of the Pacific Circle Consortium and hoped the Hiroshima Conference would discuss its future direction and possibilities. Dr. Malcolm Skilbeck pointed out the significance of the meeting for the future development of Consortium activities and expressed his hope to strengthen the relationship between the Consortium and OECD/CERI. And, he promised to present his own report on the achievements and the present status of the Consortium, and the results of Hiroshima Conference, to the CERI Governing Board in November. Mr. Masayuki Inoue made it clear that the Consortium is specifically related to its innovation exchange activities, explaining the basic contexts of educational programme of OECD/CERI.

In the last session, in the afternoon of October 1, Skilbeck gave

his evaluation commentary on the Consortium activities and the Conference. In his general observation of the Conference, he concluded that the main aims of the conference such as new development of the Consortium's structure, exchange of work programmes, and strengthened personal contact among participating institutions were well attained through earnest cooperation of all the participants. He also esteemed highly that international friendship, appreciation and ties were strengthened in Hiroshima. Then, he proposed important points to be included in his report for the OECD/CERI's Governing Board as follows:

1) Background statement on the development of the Pacific Circle Consortium.
2) Progress of the Consortium activities and organization in 1981-2. (Recent activities and current work programmes in Phase II.)
3) Membership issues.
4) Relationship between the Consortium activities and other projects of OECD/CERI. (Diversification and enlargement of programme activity.)
5) Problems of language and translation.
6) CERI Secretariat's roles and help to be extended to the Consortium
7) Financial (funding) problems
8) Future perspective for the Consortium

The Conference approved his proposals unanimously.

(6) Specific opinions and proposals

Jiro Nagai circulated a survey paper among the participants to invite their specific opinions and proposals for the annual conference. The main answers for this survey were as follows:

1) Keep an open mind to the values and accomplishments of past endeavours and future prospects.
2) Consider the severe limitations of knowledge and understanding in changing attitudes towards other cultures.
3) Keep in mind the crucial roles of both objectives and personnel in all curriculum work.
4) Change the terms of reference of the CERI connection to allow for creative new Pacific ventures.
5) Do not separate national and international curricula and other activities as if they were separable.
6) We should have officers meeting at a central point for a longer period.

7) There should be greater exchange of materials and resources.

8) There is a need for greater political (ministry) support for the Consortium.

9) We should all help with translation: especially Japanes⇄ English.

10) We should not become preoccupied with curriculum effort such as TOP to the exclusion of other activities.

11) Relationship with OECD should be stressed more.

12) There is a need for a secretariat to the Pacific Circle.

13) There is a need for continued international cooperation between countries in curriculum and research.

14) It is difficult for us to give more support to the Consortium than we are at present in the near future.

15) Early receipt of all major papers (A4 in size) is requested.

16) Adequate discussion/debate time is very important.

17) Utilize the capacity of sattellite telecommunications

18) The curriculum materials that are of the most interest (to Alaska) are these:
   (a) Which have great "power," i.e.,they are interdisciplinary, efficient, and focus on systems theoretic principles.
   (b) Which are directly related to economic development.
   (c) Which focus on the importance of positive transnational relations and realistic understanding.

19) There is a need to increase the amount of communication at all levels:
   (a) Larger annual conference
   (b) Use annual conference time most efficiently
   (c) The further development of means of communication - PEACESAT, electronic mail drop, etc..
   (d) More consistently developed newsletters.
   (e) Sharing of interesting articles, reports, newspaper items, etc., relative to our own and other's projects.

20) There is a need to organize fund seeking activity and to work actively on regular and "creative" finance. Consider selling instructional materials out-of-country as source of funds.

21) We have created a taxonomy of Pacific Circle Consortium's potential and actual activities (Rodgers, Connell/Wells). Let us continue to attend to <u>all</u> of these categories and to use the taxonomy to structure these.

22) We need to expand and document our ties with governmental and commercial agencies having interests and responsibilities paralleling those of Pacific Circle Consortium.

23) We need to review if we are using media as efficiently as possible in Pacific Circle matters especially telecommunications.

24) We should support one or more joint research projects (e.g. cross-cultural classroom interaction within the Consortium).

25) The next work step should involve posting of senior staff for longer work stays committed to joint-projects (as, for example, Miss Wells to Japan).

26) The Pacific Circle Consortium should act as an agency to move education toward a new curricular focus on the Pacific.

27) The Pacific Circle Consortium should act as an agent to broaden understanding curricular techniques.

28) Evaluation should stress measures of impact on curriculum as well as qualitative measures of the use of materials.

These opinions and proposals were expressed orally by the participants as well in their discussions during the Conference.

IV. Field Works and School Visitation

1. Field Work in the Hiroshima Harbour Community

In the afternoon of September 28, the participants made a field trip to investigate the present status of the Hiroshima harbour community. The programme included visits to the Toyo (Mazda) Automobile Manufacturing Company, the Hiroshima Peace Memorial Park, the Atomic-bomb Causualty Museum, and the City Government, where the representatives from participating institutions were kindly received by Mr. Takeshi Araki, City Mayor of Hiroshima.

2. School Visitation

In the afternoon of September 30, the participants visited the Shinonome Elementary School attached to Hiroshima University. They visited some classes and observed various facilities and equipment of the school. Films to introduce the school activities were shown for the visitors. Many teaching materials were introduced to them by the teachers. In the school hall, pupils performed choruses of provincial folk-songs and a drama relating the modernization of Japan.

In the evening, a welcoming dinner party was hosted by the teachers. All the participants enjoyed very much this school visitation.

3. Field Work in the Hiroshima Bay

On the 2nd of October, the participants conducted a field work in the bay of Hiroshima to see various aspects of the bay community. For this programme, a boat-cruise was presented by the Toyo Automobile Manufacturing Company. The

trip included visits to the Hiroshima Port, sea-costs of the Inland Sea, oyster culture plantations, the Itskushima Shrine, and some sight-seeing spots in the Island of Miyazima.

V. Consortium Business

The business session of the Consortium was held under the chairmanship of David Francis in the afternoon of October 1. The Chairman invited Harvey McQueen's report on the discussions of a special committee, which was nominated by the Conference on the first day under the chairmanship of McQueen. The committee considered many problems being confronted with by the Consortium such as organization, membership, funding, evaluation, relationship with OECD/CERI and election of Consortium officers for 1982-3, etc..

1. Report of H. McQueen's Committee and Discussions

H. McQueen made general comments on the results of the committee's discussions.

(1) Membership

Regarding the problem of membership, it is a question how to deal with non OECD countries in the Pacific region, even though there is general agreement that full-membership should be approved only for educational institutions of the OECD member countries. There are other questions to be considered such as type, size, quality, and contribution of member institutions, as well as the balance or limit of the number of paricipating institutions in each country. It was agreed by the participants that there would be a need to continue discussions about these membership issues at the next Annual Conference in Vancouver.

In relation to membership questions, the present by-law of the Consortium, which was revised at the Fifth Annual Conference in Portland, was reconsidered and approved again by the meeting.

The proposal of Alaska Department of Education for full-membership was moved by Art King and Ted Rodgers. It was seconded by Kentaro Kihara. The full-membership of Alaska Department of Education in the Consortium was unanimously approved by the Conference.

(2) Funding

As for funding problems, the McQueen committee could not reach any decisive conclusion, even though the necessity of creative approaches was keenly felt.

(3) Evaluation

Regarding the problem of evaluation, the participants discussed the wide variety of documents such as the Kemmis report presented to CERI some years ago. Malcolm Skilbeck esteemed the Consortium as an excellent consortium model, and insisted upon the necessity of assessment of performance in all Consortium activities.

In relation to evaluation, the relationship between the Consortium and OECD/CERI was re-considered by the group. Skilbeck indicated some possibility of decentralizing the relationship. He insisted, however, that this kind of decentralization does never mean any contradiction in the strong tie between them.

Yasushi Mizoue presented his ideas such as publication of a common source book usable in every country, more exchange of curriculum materials, the necessity of an international centre for curriculum materials and also such a national centre in each country. Skilbeck discussed the importance of practical procedures (mechanism) which each participating country should have for the Consortium activities.

2. Treasurer's Report

Art King gave a Treasury Report and mentioned that the balance of the Fifth Annual Conference at Portland in 1981 was $398, which had been sent to Jiro Nagai by Larry Fish and was to be sent to David Francis after the Hiroshima Conference.

In the Hiroshima Conference, $500 was collected by Jiro Nagai from participants as their registration fees. He explained to the meeting that this $500 had already been spent to cover conference expenses. Nagai's report was approved by the Conference.

3. Election of officers for 1982-3

On behalf of the nomination committee, Art King recommended David Francis as the new Chairman of the Consortium. The move was seconded by Jiro Nagai, and approved unanimously by the participants.

Harvey McQueen moved that Roy Bentley should be the new Vice-chairman, and Art King the Secretary-Treasurer. These moves were seconded by Jiro Nagai and Yasushi Mizoue, and accepted by all the participants.

Then, Harvey McQueen, Ernest Polley, and Yasushi Mizoue were elected by the meeting as new Council members for 1982-3.

Thus, the organization of Consortium officers for 1982-3 was decided by the Hiroshima Conference as follows:

Chairman	David Francis (CDB, Australia)
Vice-chairman	Roy Bentley (UBC, Canada)

Secretary-Treasurer	Art King (CRDG, U.S.A.)
Councillers	Harvey McQueen (NZDE, New Zealand)
	Ernest Polley (ALDE, U.S.A.)
	Yasushi Mizoue (HU, Japan)

4. Evaluation Commentary

At the end of the business session, Malcolm Skilbeck presented his evaluation commentary on the Consortium activities in general and the Hiroshima Conference. (refer to p.14)

5. Next Conference Arrangements

In the opening session on the 27th of September, the participants discussed the date and the agenda of Seventh Annual Conference to be held at Vancouver in 1983, responding to the invitation made by Dr. Douglas Kenny and Dr. Roy Bentley. Angus Gunn also invited participants' proposals requests about the agenda.

The period between the 21st(Sun.) and the 28th(Sun.) in August was proposed by the participants as the most appropriate dates. The alternative might be the period between the 14th and the 21st in August.

As for the agenda, the UBC group is to take the responsibility to prepare a provisional one, taking into consideration opinions and ideas given by the participants.

VI. Visits to Monbusho and NIER

The main sessions of the Hiroshima Conference ended on the 2nd of October. On the 3rd, some participants removed to Tokyo to visit the Monbusho (Ministry of Education in Japan) and the NIER. They were received by relevant sections of Monbusho, and talked with their officials about the Consortium activities. Malcolm Skilbeck and Helen Connell met Mr. Amagi to talk about the future perspectives of the Consortium, especially about the relationship between the Consortium and OECD/CERI.

-END-

APPENDICES

Appendix A Agenda of the Conference

THE SIXTH ANNUAL CONFERENCE OF PACIFIC CIRCLE CONSORTIUM - OECD/CERI

September 26 - October 4, 1982

Hiroshima University, 1-1-89, Higashi-senda-machi, Naka-ku, Hiroshima-shi, 730 JAPAN. Phone: 082-241-1221

AGENDA

Sunday, Sept.26 Evening -	Meeting of Consortium Officers - Hiroshima Tokyu-Inn
Monday, Sept.27 9:00 - 9:30	Registration - The 1st Conference Room, Hiroshima Univ.
9:30 - 12:00	Opening Session - Jiro Nagai, Chairman Greetings - Dr. Masahairo Yorizane, President, Hiroshima University Mr. Isao Amagi, Consultant, Ministry of Education, and President of Steering Committee of OECD/CERI Dr. Malcolm Skilbeck, Consultant, OECD/CERI, and Professor of University of London Institute of Education Special presentation - Mr. Masayuki Inoue, Secretariat, OECD.: "Educational policies of OECD/CERI" Review and Adoption of the Agenda Minutes of the previous meeting - Dr. Arthur King Consortium Chairman's Report of year's activities - Dr. David Francis, Dr. Arthur King Invitation to the Seventh Annual Conference - Dr.Douglas Kenny, Presedent, University of British Columbia
12:00 - 14:00	Lunch hosted by the Presedent of Hiroshima University
14:00 - 17:00	Plenary Session - Dr. David Francis, Chairman Reports of paricipating institutions Official delegates from each participating institution will report Pacific Circle and related work activities of the year
18:30 - 20:30	Welcoming reception - Restaurant "Andersen"
Tuesday, Sept.28 9:30 - 12:00	(Conference Room in the Faculty of Education) Greeting - Dr. Junya Noji, Dean, Faculty of Education, Hiroshima University

	Program Reports - Dr. Harvey McQueen, Chairman Antarctica and Southern Ocean Project - David Francis
	Networking Project - Harvey McQueen
12:00 - 13:00	Lunch hosted by the Dean of Faculty of Education
13:00 - 17:30	Field Work in Hiroshima Habour Community - Jiro Nagai, Chairman
18:30 - 20:30	Reception Party hosted by Mr. Takeshi Araki, City Mayor of Hiroshima
Wednesday, Sept.29 (Special ladies	(Conference Room in the Faculty of Education) programm to be arranged by Dr. Shigekazu Takemura)
9:30 - 12:00	Program Reports - Dr. Ted Rodgers, Chairman The Ocean Project - Arthur King/ Dr. Francis Pottenger
12:00 - 14:00	Lunch
14:00 - 16:00	Program Reports - The Ocean Project (continued)
16:00 - 17:00	Special Paper: Analysis of Cooperative, Multi-national Curriculum Development Program with Special Attention to Strategies for Dissemination of Curriculum Ideas and Materials - Arthur King
17:20 - 18:30	Special Presentation - International T.V. Exchange Programm - Dr. Kentaro Kihara, Chairman (light meal hosted by Kihara, Vice-chairman, Pacific Circle Consortium)
Thursday, Sept.30 9:30 - 12:00	(Conference Room in the Faculty of Education) Special Paper Session - David Francis, Chairman Evaluation Planning - Phase II work and future perspective - Dr. Angus Gunn
	Research on Classroom Learning:Towards an Analysis of Classroom Communication by 'KI-system' - Miss Kyoko Inagaki
12:00 - 13:00	Lunch hosted by the Conference Chairman (Jiro Nagai)
13:00 - 17:00	School visitation - Jiro Nagai, Chairman Shinonome Elementary School attached to Hiroshima University
17:00 - 19:00	Welcoming dinner party hosted by the school teachers
Fiday, Oct. 1 (Special ladies	(Conferemce Room in the Faculty of Education) programm to be arranged by Shigekazu Takemura)
9:30 - 12:00	Plenary Session - Arthur King, Chairman Communication Material Exchange, Publication Strategies, and other problems

12:00 - 14:00	Lunch
14:00 - 17:00	Business Session - David Francis, Chairman Reports of the Special Committee and discussions
	Problems of organization and membership policies
	Treasurer's Report
	Election of Officers for 1982-3
	Other business
	Evaluation Commentary - Malcolm Skilbeck
	Adjournment
18:30 - 20:30	Farewell Dinner Party - "Getsuka-Den" (a Japanese restaurant)
Saturday, Oct. 2 9:00 - 16:00	Field Work in Hiroshima Bay - Jiro Nagai, Chairman
16:00 - 16:15	Closing Session - Jiro Nagai, Chairman
Sunday, Oct. 3	Travel to Tokyo
Monday, Oct. 4	Visistation and Appointments - Monbusho (Ministry of Education) and NIER, Tokyo

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Appendix C List of papers distributed and discussed at the Conference

David Francis (CDB): (1) Institutional Report, Curriculum Development Centre
(2) School Networking Project

Angus Gunn (UBC): (1) Some Questions Toward an Evaluation
(2) Japnese Legal Studies at UBC
(3) Japanese Studies at the University of British Columbia

Kyoko Inagaki (NIER): Towards an Analysis of Classroom Communication by "KI-system"

Kentaro Kihara (NIER): (1) JAPAN AUSTRALIA VIDEO PROJECT 1981 (printed by CDC)
(2) TV-Exchangeing Programme between Australia-Japan
(3) Study of Australia through Television (Pre-Post Inquiries)
(4) Development=dissemination/implementation

Art King (CRDG): Curriculum Renewal Processes (Worksheet)

Harvey McQueen (NZDE): Report of Sixth Pacific Circle Consortium from Development Directorate, New Zealand, Department Education

Yasushi Mizoue (HU): The Outline of Bay and Harbor Communities Study in Hiroshima University Curriculum Development Group

Makato Murakami, Kenji Kitagawa (HU): Hiroshima Area

Francis Pottenger (CRDG): (1) The Use of Educational Simulation in International Curriculum Development Projects
(2) The Platonic Ocean Resourse Development Game (Game director)

Ted Rodgers (CRDG): (1) Bays and Harbors Dsign
(2) Bays and Harbors Unit - Honolulu

Malcolm Skilbeck (OECD/CERI): OECD/CERI Program of work and possible future P.C. activities

Shigekazu Takemura (HU): (1) Curriculum Development (2) People, Society and Education in Japan (3) Curriculum Change (4) Fundamental Principles of Education

Marguerite Wells (CDB): The Antarctica and Southern Ocean Curriculum Project - Curriculum Project Profile No.14-

Murray Yaxley (Tasmania Curriculum Centre): Antarctica and Southern Ocan Curriculum Project - Progress report - September '82

Many other books, booklets, pamphlets and teaching materials related to the Consortium activities were displayed and distributed in the meetings.

Report to OECD Secretariat by consultant, Malcolm Skilbeck, Professor of Education, University of London Institute of Education and Director of Studies, Schools Council for Curriculum and Examinations. October 1982.

1. The sixth meeting of the Pacific Circle Consortium

The sixth annual meeting of the Pacific Circle Consortium was held in Japan, hosted by the University of Hiroshima, from September 26 until October 4 1982.

Main purposes of the meeting were to:

- review the several bilateral and multilateral projects and activities of the Consortium's joint, or common work programme in curriculum design and development
- plan the continuance of these projects and activities for the forthcoming year
- review the Consortium structure, its membership, by-laws etc.
- consider the possible extension and enlargement of the Consortium programme including its relationship to other OECD education projects and activities
- discuss possible forms of future relationships of the Pacific Circle Consortium to OECD
- agree arrangements for the next annual meeting of the Consortium and make provisional plans for succeeding meetings.

All five countries participating in the Consortium (Australia, Canada, Japan, New Zealand, United States of America) were represented at the meeting by senior personnel from the following institutions:

- Australia: Curriculum Development Branch, Commonwealth Department of Education
  Department of Education, Queensland
- Canada: University of British Columbia

- Japan: Ministry of Education (opening session - Mr Amagi)
  National Institute for Educational Research
  University of Hiroshima (and institutions affiliated for purposes of Consortium work)

- New Zealand: Department of Education

- United States of America: Alaska Department of Education
  University of Hawaii.

OECD/CERI Secretariat was also represented.

Apologies were received from the East West Center and from Dr Larry Fish, retiring chairman (North West Regional Educational Laboratory).

2. The Pacific Circle Consortium

A brief resume of the origins and development of the Consortium will provide a setting for consideration of the outcomes of the Hiroshima meeting and issues arising. It may be recalled that the history of the Consortium is fully documented and has been reported to the Policy Group in person by the first and second chairmen, Professor Malcolm Skilbeck and Dr Larry Fish (meeting of Policy Group, OECD/CERI, May 1981). Comprehensive overviews and assessments have been carried out, most substantially those by Dr Stephen Kemmis (1980) (a CERI commissioned study) and by Marguerite Wells and Helen Connell (1981), a study commissioned by the Australian Curriculum Development Centre.

The Consortium was established in 1977 with the clearly defined purposes of (1) exploring a collaborative, decentralized model for activities by the OECD Pacific Rim member countries (2) undertaking projects to design, develop and trial school curriculum materials focussed on selected aspects of Pacific environments and cultures. Membership, initially, was to be restricted to a small number of governmental and independent educational bodies with major curriculum experience and responsibility. Funding was to be on the basis of each institution paying its own way, with a contribution from OECD towards some Consortium operating costs.

The Consortium commenced its work with a limited set of specific projects and related activities and determined to use the mechanism of annual review meetings to plan, co-ordinate and evaluate these projects and activities. It was understood that various bilateral arrangements, including personal visits, between institutions would develop and that the Consortium would foster varied inter-institutional exchanges and other relationships, over and above the designated work programme. It was agreed that the Consortium's work programme would commence with experimental projects (desig-

ited phase 1) and that, subject to review and evaluation, these might be succeeded by other activities, either directly in the field of curriculum development or in other areas of interest to OECD. In the event, phase 1 was completed by 1980 and a more comprehensive set of curriculum activities, broadly in the same area as phase 1, was initiated in 1981. Thus in each phase, a major, joint project has occurred, producing school curriculum materials and teaching strategies and procedures thereto, with a cluster of other projects and activities usually on a bilateral basis. The major phase 1 project was entitled Pacific Ocean and Trading project and the phase 2 project, now in progress, is The Ocean Project. There is close continuity between these two projects. In fact, the work of the Consortium thus far has been characterised by continuity and close collaboration and co-operation amongst members.

3. Recent activities and current work programme – from May 1981 until October 1982.

This part of the report and subsequent sections deal with the progress of the Consortium since the date of the last report to the Policy Group (May 1981).

i. Continuation of Phase 1 work programme

Since May 1981 three member institutions have engaged in publishing activities from the multilateral Pacific Ocean and Trading projects of phase 1. One research report has been published (in both Japanese and English) and a joint set of school resource materials is in pre-publication form.

ii. Introduction of phase 2 projects

The major multilateral activity of phase 2 – the Ocean project – involving 8 institutions – has held two major workshops since May 1981 and has produced several publications, working papers and sets of draft school resource materials. This activity is effectively a development from and enlargement of phase 1 activities for institutions participating in the earlier Pacific Ocean and Trading projects.

Several bilateral activities have been established during phase 2, broadening the style of activity and substantive focus. These activities include: an exchange of video materials for schools and study of their effective use for schools in a second country; development of school learning resources as a case study of a second country; the development of school resource materials on the Southern Ocean and Antarctica.

In addition to these development activities, during phase 2, Consortium institutions have also maintained a significant number of inter-institutional contacts through personal visits, staff attachments, newsletters and other correspondence (Further details will be available in the Hiroshima meeting report).

4. Comment on Consortium work programme

There are three crucial aspects of the overall work programme of the Consortium:

(1) exploratory, innovatory approaches to school curriculum; ie. curriculum policy, design and strategy issues

(2) practical products and outcomes, ie. useable resources for schools

(3) practical forms of collaboration, ie. the functioning of the Consortium.

1) The major substantive activity of the Consortium is the exploration of models and ideas for international curriculum work. The Consortium has successfully pioneered procedures for multi-national inputs into such potentially sensitive curriculum areas as use and sharing of ocean resources, trading policies, culture contacts, and others. These ideas and procedures and reported in publications, working papers and other documents, but have yet to be widely disseminated.

Means have been found, on low-cost budgets, for developing rich and varied interchanges amongst geographically scattered research and development bodies. Substantial multiplier effects have been achieved whereby project development provides a focus for a wide range of related institutional activities.

2) Practical products and outcomes, in the form of useable resources and processes for school curricula, are being generated by the Consortium, on a considerable scale. They may be classified into those products which are a direct outcome of the specially designed curriculum projects and those which have been effected or influenced in some way by virtue of an institution's participation in the Consortium. It is impossible to list all of these in a short report but it should be noted that they are numerous and varied, going well beyond the subject matter of the Consortium's major projects. The materials are mostly in the form of resources to supplement and enrich syllabus content, and include multi-media items for use by pupils and teachers. No items have yet been widely disseminated beyond the trial schools; indeed relatively few have yet been published. In the pipeline, there are items which are expected to be published and disseminated to school systems during the next two years.

3) Practical forms of collaboration amongst Consortium members have clustered around workshops, meetings, correspondence and personnel interchange related to the major projects. Relationships are close and cordial and the Consortium is demonstrably a working enterprise of close collaboration, able to continue in the immediate future at least on the basis of the types

of funding it has achieved for itself. It is well structured, efficient and reasonably effective.

5. Membership and associate membership

In the period under review, membership and associate membership of the Circle has increased. As of the Hiroshima meeting it stands as:

Australia:
- Curriculum Development Branch of the Commonwealth Department of Education (formerly the Curriculum Development Centre)
- Department of Education, Tasmania (associate member)
- Deakin University, Victoria (associate member)
- Queensland Department of Education (associate member)

Canada:
- University of British Columbia

Japan:
- National Institute of Educational Research
- University of Hiroshima

New Zealand:
- Department of Education

United States of America:
- Alaska State Department of Education
- East-West Center, Hawaii
- North-West Regional Educational Laboratory
- University of Hawaii.

Alaska Department of Education was admitted to membership at the Hiroshima meeting and the Queensland Department of Education gave notice of its intention to seek Cabinet approval to full membership.

Thus, in membership the Consortium has implemented its policy of steady growth, keeping within the OECD countries and major governmental and independent educational agencies. However, the matter of membership has always provoked lively debate and is raised again below (Questions and issues).

6. Management and financing of Pacific Circle Consortium affairs

In the period under review, the Chairman has been Dr Larry Fish, associate to the Director, North-West Regional Educational Laboratory, and President of C.E.M.R.E.L. Deputy Chairman has been

Dr Kentaro Kihara, Director, Research Division 4, NIER. Secretary-Treasurer has been Prof. Arthur King, Head, Curriculum Research & Development Group, University of Hawaii.

The officers newly appointed for 1982/3 are:
Chairman, Mr David Francis, Assistant Secretary, in charge of Curriculum Development Branch, Commonwealth Department of Education, Australia; Deputy-Chairman, Dr Roy Bentley, University of British Columbia, Vancouver; Secretary-Treasurer, Professor Arthur King, Head, Curriculum Research and Development Group, University of Hawaii, Honolulu. A council was also elected with one representative per member institution.

Regular communication amongst the officers is maintained by letter and telephone, an occasional newsletter is issued from the Chairman's office, visits between institutions take place, and there are occasional workshops over and above the annual meeting: (meetings were hosted by the University of Hawaii in May 1981 and May 1982). CERI Secretariat have also played a modest role in these communications between the annual conferences. The major part of the Consortium business is transacted during the annual meetings, when there is normally full CERI participation. The Consortium's constitutional basis is defined in its by-laws. Changes foreshadowed for discussion in 1983 relate mainly to membership and the role of OECD, and should, therefore, as things stand now, be of direct interest to Policy Group members. (See below, Questions and issues).

The Consortium is self-financing in that each institution pays its own way (sometimes through earmarked governmental grants) and has been able to maintain active participation in work programmes and attendance at meetings on this basis. CERI funding, at present, is limited to meeting the cost of secretariat or consultant participation in annual meetings. The Consortium has a very small common budget, based on member subscriptions.

7. Questions and issues for Policy Group consideration

The Consortium has reached a crucial stage in its growth, where a number of central issues need to be addressed, both by members and by the Policy Group. For a full consideration of these, reference will need to be made, in due course, to the official report of the Hiroshima meeting which Professor Nagai and his colleagues are preparing. It may be desirable, therefore, for the Policy Group to meet twice, for a preliminary discussion in November and during the May 1983 meeting of the Governing Board, for which a further Secretariat paper could be prepared, responding to the November discussions, to the full Hiroshima meeting report and to communications with the new officers.

1) The Pacific dimension:

The main substantive goal of the Consortium has been, from the beginning, the improvement of school curricula through the introduction or strengthening of Pacific region scientific, cultural and

social science studies. It is a Pacific consortium and its aspiration is to develop international understanding and appreciation amongst Pacific peoples and cultures. However, these peoples, cultures and nations are numerous and widely scattered–and most of them fall outside the OECD ambit. The dimension is very well expressed in the projects of the Consortium but there is continuing dissatisfaction within the Consortium at the difficulty of directly involving other than the industrially advanced countries in the activities of the Consortium. Moreover, in most if not all of the school systems of member institutions the 'Pacific dimension' is a relatively minor one and it is clear that more comprehensive and powerful strategies than those at present available to members will be needed if school systems are to be effectively penetrated. The first issue, therefore is how best to strengthen and enhance the Pacific dimension of the curriculum of member school systems, given the limitations under which the Consortium necessarily works. By giving greater emphasis to implementation? By selecting a different set of targets (than relatively undifferentiated populations of secondary school teachers)? By enlarging and diversifying membership? By seeking increased funding?

2) The consortium model

The model originally adopted and progressively modified through experience seems to work well, for the quantity and type of institutions involved. An essential characteristic is close interpersonal relationships and this appears to be a result of size and broad similarity of educational role and function (educational developers, researchers and evaluators). Changes are coming, however, as membership increases and, significantly, the composition of the group is changed through the participation of senior state system administrators. The Consortium aims to continue to enlarge membership, steadily and with an eye to the overall balance both between countries and types of institution admitted. The present structures seem quite capable of sustaining this expansion–up to a point. However, at the Hiroshima meeting it was agreed that there should be active exploration of ways of associating the Consortium with other OECD educational projects (See below). The membership issue has already been mentioned. There is also the problem of financing general Consortium (as distinct from individual institutional) activities. Finally, the Consortium has been a CERI activity since 1977, and decisions will be needed about the nature of its future relationship to OECD (See below).

3) A special problem: language

The Consortium, due to lack of a general Consortium fund, has never resolved the question of translation which falls as a heavy burden, especially on the Japanese participants. It is notable that, despite difficulties, the Japanese institutions have been able to participate fully and to arrange for translation of key items. Nevertheless, the continuance of a Consortium involving more than one major language community raises questions, which the Policy Group might like to consider, of where responsibility for translation might lie.

4) Future patterns

There seem to be at least two distinct possibilities, assuming continued existence of the Consortium:

a) Steady Growth along present lines. Membership will grow slowly (as new institutions join, old ones may withdraw or periodically be dormant); work programmes will focus on Pacific cultures, resources and environments and ways of building knowledge and appreciative understanding of the Pacific region within school curricula; the management of Consortium affairs will remain a relatively informal, low cost affair. If this line is followed, there would seem to be no very good reason for indefinite OECD involvement, and the Consortium might move, over the next two years, to separation, either partial or complete. If partial, it would make occasional reports and be mentioned in OECD formal planning papers; if complete, it would be entirely autonomous—and able to settle the membership issue by inviting whomsoever it chose to participate in its affairs.

b) Diversification and enlargement of programme activity whilst retaining OECD links and membership

Since the original purpose of the Pacific Circle Consortium was to test the feasibility of consortium models, its concentration, up to now, on school curriculum projects might be seen as an episode in the development of collaborative activity, not as the defining characteristic of the Consortium. The structures and relations that have developed, the pattern of annual, rotating, meetings, the constitutional arrangements adopted, the methods of budgetting and managing Consortium affairs, all are capable of utilization for a variety of projects—and by institutions of a different character from those now participating. It has been agreed, by the present membership, that of the topics in the new OECD education programmes, three seem of special importance and would be welcome additions to Consortium activities. They are, in this order:

1. New technologies and educational development
2. Educational research, evaluation and school improvement
3. Culture, education and linguistic pluralism.

Several questions arise: Should the present Consortium model be used as a basis for expansion into new areas and involving new institutions? If so, is the present role of the Policy Group adequately defined? What role would the Policy Group expect the Secretariat of CERI to play in drawing up detailed proposals for (a) selecting further topics (b) extending membership (c) communicating and liaising with Consortium officers (d) defining longer term relations with CERI? On this last point the enlargement suggested is not inconsistent with ultimate decentralisation of the Pacific Circle Consortium but it does raise questions about the form and timing of that decentralisation. It would seem necessary to retain and indeed intensify linkages over the next two to three years whilst at the same time working out the means of decentralizing over the longer term.

5) Some immediate issues

The Policy Group will need to reach decisions about its own role and the future pattern of OECD-Consortium relations in time for them to be conveyed to the next annual meeting of the Consortium (August 1983). On the basis of these decisions, CERI Secretariat roles will need to be defined and communicated to Consortium members. These relate to such matters as (1) assistance with newsletters and other communications (2) advice on the agenda and arrangements for the next annual meeting (3) liaison with the chairman (4) commissioning or undertaking such further studies (eg. evaluation) as may be needed (5) maintaining files and, perhaps, building up a complete archive (6) opening up discussions on new projects and enlarged membership. It would be helpful to have these immediate issues clarified and, if possible, resolved within the context of definite views about the longer term development of relations between OECD and the Consortium.

Appendix E

PACIFIC CIRCLE CONSORTIUM ACTIVITIES – BETWEEN 4th and 6th ANNUAL MEETINGS

November 1980 – September 1982 (prepared by Helen Connell)

Annual General Meetings

5th Annual General Meeting, hosted by NWREL, Portland, September 28–Oct. 3 / 1981

6th Annual General Meeting, hosted by UHir, Hiroshima, September 27–Oct. 2 / 1982

Other Major Consortium Meetings

The Ocean Project Workshop No. 1, hosted by CRDG & EWC/CLI, Honolulu, May 18–29 / 1981 (participants represented ADE, CDC, CRDG, EWC/CLI, NIER, NWREL, NZDE, UBC, UHir from Consortium institutions)

Pacific Circle Consortium Executive Meeting, hosted by CRDG & EWC/CLI, Honolulu, May, 1981

The Ocean Project Workshop No. 2, hosted by CRDG & EWC/CLI, Honolulu, May 18–28, 1982 (participants represented ADE, CDC, CRDG, EWC/CLI, NIER, NWREL, NZDE, QDE, UBC, UHir from Consortium institutions)

Pacific Circle Consortium Executive Meeting, hosted by CRDG & EWC/CLI, Honolulu, May 20, 1982

Newsletter

The Chairman has continued to issue a periodic newsletter on Consortium activities

Visits or Staff Attachments to other Consortium Institutions (other than for meetings listed above)

CDC/Deakin to NWREL – Mr Mike van Heeswyk, Feb. 1981 – schools network project

CDC to NWREL – Mr Laurie Howell, March 1981 – dissemination and joint CDC/NWREL publication

CDC to CRDG – Ms Frances Christie, April 1981 (2 weeks) – language development

NWREL to CDC – Dr. Larry Fish, Feb. – March 1981 (1 month) – regionalisation study

CDC to NIER – Ms Marguerite Wells, March 30 – Sept. 30 – Attachment on Research Fellowship funded by Japan Society for the Promotion of Science – bilateral NIER/CDC consortium activities

QDE to NWREL – Mr Bill Hamilton, April 1981 – general visit

CDC to NWREL – Mr Alan Fidock & Ms Fay Nelson, June 1981 – Aboriginal & US Indian education

NZDE to CDC/TasDE – Mr Gerald Aitken, July 1981 -- Antarctica & Southern Ocean project

NZDE to CDC/TasDE – Mr Harvey McQueen, October 1981 – Antarctica & Southern Ocean project

UHir to CDC – Mr Yasushi Mizoue, December 1981 (1 month) – collection of resources on Australia for materials development in Japan – visits program arranged by CDC within several states of Australia – bilateral UHir/CDC activity

NIER to UHir (and return) – Dr Kentaro Kihara, Mr Yasushi Mizoue, December 1981, and monthly from January to September 1982 – personnel exchange with colleagues concerning NIER and UHir Consortium activities

NWREL to QDE – Dr. Larry Fish, January 1982 – possible QDE membership of Consortium

NWREL to CDC – Dr. Larry Fish, January 1982 – CDC Consortium program and future form of participation, following organisational changes to CDC

CDC/TasDE to NZDE – Mr Murray Yaxley, March 1982 – Antarctica & Southern Ocean project

CDC to NIER – Ms Marguerite Wells, May 1982 (3 weeks) – video exchange project

NWREL to ADE – Dr. Larry Fish (date to be checked) – possible membership of Consortium

Significant co-operation on specified Consortium projects with non-member agencies

- The Ocean Project – CRDG – University of the South Pacific, School of Education
  - Department of Education, Chile
  - Hawaii State Department of Education, Office of Instructional Services
  - NWREL – Pacific Science Center, Seattle
  - Oregon State University, Marine Science Center, Newport
- Video Project – NIER – N.H.K. (Japan Broadcasting Company)
- Antarctic & Southern Ocean Project –
  - TasDE – Antarctic Division, Ministry of Science & Technology
  - Tasmanian Museum & Art Gallery
  - National Parks & Wildlife Service
  - Centre for Education, University of Tasmania
  - NZDE – University of Canterbury, Christchurch
  - Canterbury Museum, Christchurch
  - Dept. of Science & Industrial Research, Wellington

Project Activity Outcomes

Multilateral

1. Pacific Ocean & Trading Project

CDC / NWREL – "Harvesting the Ocean" – pre-publication, teacher / student resources secondary

NIER – "Curriculum Research & Development for Understanding in the Pacific Ri Region" – final research report, published Japanese and English

NZDE – "Trade and Inter-dependence in the Pacific – Export or Die" and "New Zealan Disasters" – completed units of work available on request, unpublished, secon ary

2. The Ocean Project

· Reports – "Report of the First TOP Workshop, Honolulu, May 1981", mimeo, CRDG

– "Ocean Fishing in the Pacific (A Curriculum Project for Upper Secondar Schools)", mimeo, CRDG (draft 3)

– "The Bays and Harbors Study of the Ocean Project" (primary school project mimeo, CRDG

– "A Theoretical & Positive Study of Education for Circum-Pacific Understandin – a curriculum development concerning the wise use of ocean resources (report of Japanese TOP activities to March 1982), published Japanese, UHir

· Teaching Resources –

– CRDG – "Bay and Harbors Design, Honolulu", mimeo

– NZDE – "New Zealand Fisheries: A Geographic Perspective", draft o monograph

– "Bays and Harbours Study Topic Outlines", typescript

– UHir – "The Readings on our Area Study", Shinonome Elementary Schoo teachers guide, published Japanese

– "Bay & Harbour Communities of Dokai in Northern Kyushu' Hirano Elementary School – video

– "Oyster Farming in Hiroshima Bay", Shinonome Elementary Schoo video

– "Western Hiroshima Bay", Furue Elementary School, pupil booklet draft

– "Peoples living in Hiroshima coastline", Graduate students, Hiro shima University, pupil booklet, draft

· Other Publications –

CRDG – Occasional Series, Pacific Ocean Monographs, two title already published (background research papers)

– "The Use of Educational Simulation in International Curriculum Development Projects", Pottenger, F.M., mimeo.

Bilateral

1. Japan Australia Video Project

NIER & CDC – "International Exchange of Educational Television Programs – Final report of a joint study" published English, Tokyo & Canberra (report of first stage of study – the trials in Australia of Japanese videos) (Part funded by Broadcasting Culture Fund)

– English commentary recorded onto 5 Japanese videos (from NHK – Japan Broadcasting Company)

– Japanese commentary scripted for several Australian videos (from Queensland Department of Education)

2. The Antarctica & Southern Ocean Curriculum Project

CDC/TasDE – Draft materials for 21 topics for lower primary, upper primary, secondary, Higher School Certificate, and teacher background.

NZDE – Draft materials for 2 topics for secondary.

3. Schools Network

CDC/Deakin – "Geelong Pacific Circle Schools' Network", C. Henry, mimeo (a study)

CDC/Deakin & NWREL – A significant number of items, including student work, exchanged between schools local to each institution

4. Teaching Australia in Japanese Schools

UHir – Project report-in press, to be published in Japanese (Funded in part by Australia-Japan Foundation)

Unilateral

1. NWREL – "Framework for Policy Analysis of Alternative Patterns of International Education Dissemination", L.D. Fish & J. Kirkpatrick, mimeo
"Alternative Patterns of International Collaboration for School Improvement: An Analysis of Activities of the OECD/CERI Pacific Circle Consortium", L.D. Fish & J. Kirkpatrick, mimeo

– Two research reports developed under Grant NIE–G–81–0053 with the National Institute of Education (NIE), U.S. Department of Education.

2. CRDG – "Asian and Pacific Literature", 2 vols. Student readings & activities, secondary, hardback.

3. NIER – "Towards an Analysis of Classroom Communication by KI (Knowledge / Interaction) System", K. Inagaki, typescript (research on classroom interaction on classes trialling Pacific curriculum materials)